

**THE EFFECT OF AUTOMATIC PROMOTION ON PERFORMANCE OF LEARNERS
IN PRIMARY SCHOOLS IN MUBENDE DISTRICT**

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Declaration

I TUMWIJUKYE JAMES hereby declare that this is my original work, not yet submitted in another institution of higher learning.

Sign: .....

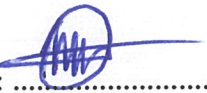
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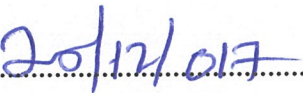
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Approval

The research report has been under my supervision for the award of Bachelors Degree in Education.

Supervisor: MR. OKURUT GEOFREY

Signature: 

Date: 

Dedication

I dedicate this research work to my beloved wife Jannet Ojaru and my children Aharizira racheal, Niwabiine Patience, Tandeka Bridget, mwebasa George, pinebyoona ketra, Aijuka james Grant for tolerating my absence at home and for taking care of the family. They relieved me in order to concentrate on my studies and gave me enough time to come up with this work.

Acknowledgement

I honour the almighty God for helping me to accomplish this paper and more especially to bring services of higher institution of learning nearer.

I thank the director and the academic registrar for helping me during the period of my studies.

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My heartfelt and sincere thanks go to my parents for giving me a good foundation of education. My mother Felestance Kiraarira and my father Fred Kuribakanya.

I also wish to extend my sincere appreciation to the head of department of education Kampala International University.

My sincere thanks go to all my dear friends, relatives and colleagues throughout the entire course and to all people who prayed for me tirelessly for the success of this course. May God reward them abundantly.

List of Acronyms

CAO – Chief Administrative Officer

DV – Dependent Variable

EFA – Education for All

GDP – Gross Domestic Product

HCT – Human Capital Theory

IV – Independent Variable

PTA – Parent Teachers Association

SMC – School Management Committee

UNESCO – United Nation Educational Scientific and Cultural Organization

Abstract

The study was based on the effects of automatic promotion on performance of learners in primary schools in Mubende district

Objectives used in the study were:

- To identify the problems as a result of automatic promotion policy
- To establish the response of teachers on automatic policy
- To establish the appropriate measure to correct automatic promotion policy

The research design used was purposive sampling technique where the sample selected was based on characteristic of the population and the objectives of the study.

The population targeted was 100 and sample size was 65 only. The researcher used random sampling and simple random sampling to select the respondents.

The data collection tools used was:

- Questionnaire
- Interview guide

The data was analysed by using frequency tables and percentages.

The study concluded that automatic promotion has a negative impact on the learners. The study recommended that if performance is to improve in Mubende district, automatic promotion policy must be reviewed or redesigned.

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CHAPTER ONE

1.0 Introduction

1.1 Overview

This area focuses on the background of the whole study, statement of the problem, purpose of the study, objectives, research questions and scope of the study, significance, limitation and Delimitations of the study.

1.2 Back ground

1.2.1 Historical perspective

Sub Saharan Africa had been one of the lowest achieving regions in terms of Education for all (EFA). In 1961, Africa ministers of education met in Addis Ababa and endorsed Education as a fundamental ingredient in economic and social development of a nation. They recommended Universal Primary Education (UPE) to start by 1980.

After Uganda got her independence in 1962, government immediately realized the importance of expanding the education to meet the national interests and needs. The government recognised illiteracy and ignorance as the main problem to tackle through education (Moses and Caine 2007). Therefore, improving primary education was the main interest and this led to the introduction Universal Primary Education policy in 1997 and later the government white paper on education (1992) recommended education for all school going age children.

In May 1996, His Excellency Y.K Museveni the president of the republic of Uganda in his presidential campaign pledged UPE to four children per family and it was implement immediately following the assertion that everyone has right to primary education. Everyone should be provided with education in accordance to the ability of children to benefit from it rather than on the basis of parental ability to pay it.

However the quality of education provided is still questionable even as the government tried to offer new subsidies and the parents are let to cover the costs of their children's stationery, accommodation and uniforms among others.

A lot has been said by education stake holders that public education has gone to the dogs!!! However what is not being noted is who is responsible for this poor performance in public schools (voice of teachers 2016).

Experience has shown beyond doubt that the UPE component of automatic promotion has been the major cause for the decline of education quality in public schools in Uganda.

I am pleased to remind all Ugandans that indeed the problem does not entirely lie in the hands of teachers but we all have to blame. (Musakana Kalauki Samson Emmanuel UNATU Branch chair person, Kibuku).

1.2.2 Theoretical perspective

The study will be based on the Human Capital Theory (HCT) is one of the most commonly used economic frameworks in educational research and policy making. HCT is a framework that examines the relationships between education, economic growth and social wellbeing. It's an extension of the capital concept and posts that expenditures on education, job training and health are capital investments that will yield economic and social returns at the individual and societal levels. Education and training are assumed to lead to greater productivity, which is ultimately translated into economic returns such as a higher waged and increased GDP. Early applications of HCT focused primarily on the relationship between amount of education and economic/social returns, but recent developments in the literature suggests that the quality of education for example how educational time is spent and when educational investments are made for early childhood versus secondary education are critical in the process of human capital formation. Human capital itself in a composition of an individual or workforce's knowledge, skills, and life experience, higher levels of human capital are expected to yield increased wages and GDP, benefiting individuals and society as a whole.

This study therefore, is structured within the human capital theory which attributes increased productivity of individuals (male or female either in rural or urban areas) to education and training, as a result of acquiring relevant skills and knowledge. Increased productivity ultimately raises workers' future income and their lifetime earnings. Literature on human capital theory identifies different types or means of education and these are formal education (primary, secondary and higher levels of education), non-formal education, on job training and specialised

vocational education (Becker, 1964). Human capital theory thus suggests that individuals and society derive economic benefits from investing in people primarily through education (Sweetland, 1996). According to Boissiere (2004), education is the corner stone of economic growth and social development, and primary education provides the foundation for secondary and tertiary education and training, and lays the foundation for a more productive labour force through promoting literacy and numeracy.

In this regard, countries all over the world (developed and developing, including Uganda) strive to maximum human capital development by investing in primary education and education in general. In order to promote efficiency and effectiveness of these investments, governments have and continue to implement various policy initiatives. In the case of Uganda, one such policy is the automatic promotion policy, which seeks to enhance efficiency in the provision of quality primary education. This study therefore highlights the effects of automatic promotion on performance of learners in primary schools in Mubende district. Proficiency in literacy and numeracy at primary level is a reliable predictor of pupils' acquisition of foundational skills and knowledge required for future personal and socio-economic development.

1.2.3 Conceptual perspective

Automatic promotion is a policy whereby all children in school are systematically promoted to the next grade in exceptional circumstances for example extended absenteeism due to illness (UIS-UNESCO, 2012:17).

Pupils in every country are evaluated annually or more often by the teachers. These evaluating measures on the basis of the teacher or school design examinations whether the pupil has learnt the prescribed curriculum except in those countries where there is automatic promotion, they determine whether pupils repeat the grade or move on to the next one. (Carnoy 1999:62)

According to Wikipedia, performance comprises any event which a performer or group of performers present one or more works of art to an audience.

Performance is an accomplishment of a given task measured against pre-set known standards of accuracy, competences, costs and speed. In a contract, performance is deemed to be the fulfilment of an obligation in a manner that releases the performer from all liabilities under the contract.

According to COBUILD Advanced English Dictionary. Copyright@ HarperCollins Publishers. A learner is someone who is learning about a particular subject or how to do something and learn to gain knowledge or skills.

The term primary school is derived from the French 'ecoleprimaire, which was first used in 1802. A primary school or elementary school is a school which children receive or primary or elementary education from the age of about five-twelve, coming after preschool and before secondary school (in some countries there is intermediate stage of middle school between primary and secondary education). In most parts of the world, primary education is the first stage of compulsory education, and is normally available without charge, but may be offered in a fee paying independent school. The term grade school is sometimes used in the US though this term may offer both primary education and education.

1.2.4 Contextual perspective

Explaining the situation in relationship to the topic and why you have chosen the topic for study for this area and the experience you have seen in relationship to the topic/problem. The affirmation of the Dakar framework of action (DFA) and Education to all (EFA) movements which have resulted to millennium development goal (MDG) OF Universal Primary Education (UPE) has made drastic improvement in access to primary education in Uganda.

The system of automatic promotion from one stage to the next has a component of UPE though it was introduced to encourage retention of children in schools by reduced completion and dropout rates in the different stages but it has causes more serious resulting to poor performance in public schools by promoting raw children in the next stages. Learners before the introduction of UPE used to be promoted after proper screening is done through examinations unless you pass no promotion to the next class. For education objectives to be achieved according to public demands, we must understand the roles of each stake holder (voice of teachers 2016), (Mukasa Samson 2016 confirmed that if the ladder has only two legs it has to be leaned against a tree or a wall to serve its purpose). Automatic promotion causes a permanent damage to a child who is a slow learner to academic attainment. It is against this background that the research would like to investigate the effects of automatic promotion on primary education in Mubende district in Mubende district because Mubende district is one of the areas that has declined in education quality due to the policy of automatic promotion of children to the next grade.

1.3 Statement of the problem

Introduction of formal education by the missionaries gave chance to children to go to school. Pupils were promoted on merit to go to the next stage. Not every child could access education because one is to meet some expenses before joining school. The government came to rescue this situation by the introduction of Universal Primary Education in 1997. UPE has a policy of automatic promotion which favours those above average. Those below average are passed to the next class raw. Therefore, the study is to establish the effects of automatic promotion on the performance of learners in Mubende district

1.4 The purpose of the study

The study is to examine the effects of automatic promotion on the performance of learners in Mubende district.

1.5 Research Objectives

The study will be guided by the following objectives:

- To identify the problems as a result of automatic promotion policy.
- To establish the response of teachers on automatic policy.
- To establish the appropriate measure to correct automatic promotion policy.

1.6 Research questions

The study will be guided by the following questions

- What are the problems faced as a result of automatic promotion?
- What is the response of teachers towards automatic promotion policy?
- What are the appropriate measures to be taken to solve the problems caused by automatic promotion in Mubende district

1.7 Scope of the study

1.7.1 Time scope

This research starts from March 2017 and ends in January 2018

1.7.2 Content scope

This study will investigate the influence of automatic promotion on the performance of both learners and teachers.

The study will also investigate the level of academic performance and the role of the stakeholders' especially educational planners at the levels. PTA and SMCs in primary schools within the Municipality.

1.8 Significance of the study

The study will be of great significance in the following ways:

- The result of the study will provide useful information to teachers and head teachers in primary schools on the effects of automatic promotion in terms of academic performance and school attendance.
- It is hopeful that the findings of the study will serve as an eye opener to the education officers and the other stakeholders to address the effects of automatic performance on education in general, in order to ensure better performance in Mubende district and the nation at large.
- The study findings will also be of help in that it will add the existing body of knowledge by stimulating new areas for further research in similar and related studies, and the researcher will also benefit from research in that her knowledge and skills in research writing will widen and broaden.
- The study therefore will be of great help to school administrators, teachers, parents, and educational planners at both national and International levels.

1.9 Limitations of the study

The researcher faced some of the following limitations or problems in the course of her study:

- The biasness of the respondents to reveal the information about automatic promotion on performance
- Limited finances in carrying out the study
- Poor health of the researcher might affect the process of the study

- Bad weather also affects the process of the study where movement becomes very difficult in case of rain
- Lack of stable power source in case the researcher would like find some information from the Internet
- Time factor is another big problem in a way that if not properly budgeted, may cause delays in the process
- Lack of transport for moving from one school to another

1.10 Delimitations

The problem of business of respondents will be solved by probing further about the questions that are posed to the respondent

The issue of limited finances will solved by donations from well-wishers and willing relatives

First Aid Kits like medicines or drugs shall be improvised during field work to help in case of bad health

Bad weather shall be solved by moving with a jacket and umbrella in case of rain or sun shine

Power problem shall be solved by using generator or solar system in case hydroelectricity power goes off

Time factor can be addressed by properly managing of time and making appointments with respondents

Transport problems could be solved by offers from relatives and friends

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter the study will look at the theoretical framework, conceptual framework and the objectives to be changed as subtopic in order to identify the gap of previous researchers.

2.1 Theoretical framework

This study is structured within the human capital theory, which attributes increased productivity of individuals (male or female in rural or urban areas) to education and training, as a result of acquiring relevant skills and knowledge. Increased productivity ultimately raises workers' future income and their lifestyle earnings. Literature on human capital theory identifies different types and or means of education and these are formal education (primary, secondary and higher levels of education), non-formal education, on the job training and specialised vocational education (Becker, 1964). Human capital theory thus suggests that individuals and society drive economic benefits from investing in people primarily through education (sweet land, 1996). According to Boissiere (2004), education is the corner stone of economic growth and social development, and primary education provides the foundation for secondary and tertiary education and training, and lays the foundation for a more productive labour force through promoting literacy and numeracy.

In this regard, countries all over the world (developed and developing, including Uganda) strive to maximise human capital development by investing in primary education and education in general. In order to promote efficiency and effectiveness of these investments, government have and continue to implement various policy initiatives. In the case of Uganda, one such policy is the automatic promotion policy which seeks to enhance efficiency in the provision of quality primary education. This study therefore highlights the impact of automatic promotion on students' learning achievements in the country. Proficiency in literacy and numeracy at the primary level is a reliable predictor of students' acquisition of foundational skills and knowledge required for future, personal and socio-economic development.

2.2 Conceptual Framework

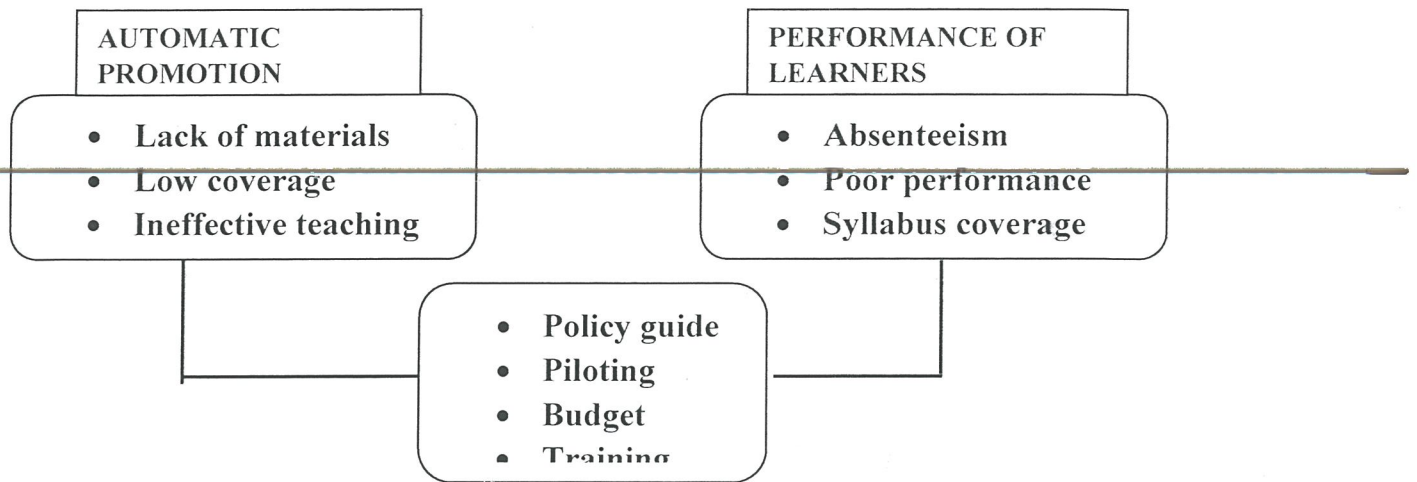


Fig 1: The relationship between independent variable and dependent variable

The conceptual framework showing the relationship between automatic promotion and academic performance. The conceptual framework demonstrate that the relationship between independent and dependent variable is linear. The negative effect of automatic promotion can be controlled by, coming up with policy guide, piloting the program, training more teachers and budget for carrying out the program successful.

2.3 Problems as a result of automatic promotion policy

The teacher is said to be the most important personality that has significant contribution in the success and failure of the pupil. In education system where automatic promotion policy is not practiced, the teacher has the authority to decide about his/her pupil's capacity to cope with next class or retained in the same class. Anderson (2000) stated that "the decision to repeat a class is made mostly by the teacher and because the child is not considered by the teacher to be prepared to benefit from the next class." therefore teachers consistently indicated that they feel completed powerless in the presence of this policy.

The dignity of teaching profession is adversely affected by this policy and the role of teacher is limited. A study aimed at investigation whether teachers' powers are hindered towards child education in Cambodia showed that the powers of the teacher towards automatic promotion policy is limited due to the fact that the authorities or bodies play a great role in influencing automatic promotion policy (Dummer and parker. 2004). Teachers criticized that due to this

policy, all pupils are promoted to the next class. So the discrimination between good and poor pupils is no more existing now. The Teacher believe that this policy discourage the hardworking pupil's and they leave struggle to excel in studies.

According to Caldwell (1979) on his research "the performance school child," in Caldwell explanation he concluded that promotion on best grades motivates hardworking pupils. Therefore when the good pupils observe that the poor pupils are promoted, they are disappointed and behave and hence tend to work hard for better grades. According to Phillip (2004) it is hard to distinguish between a bright and dull pupil base on the increasing number of pupils in UPE schools therefore it does not create space for a teacher to sort the bright and dull pupils.

Automatic promotion policy makes the pupils not to be ready for the higher classes, the teachers are compelled to promote all pupils whether or not they are prepared for the next class. In this way, many poor performers are also advanced and later they face problem in comprehension of curriculum of next class. According to westbury (1994) an educator, he oppose automatic promotion policy on the basis that continually passing pupils only pushes the achievement problem further down the road so that poor pupils arrive at higher classes unprepared to do the work.

Automatic promotion policy also some pupils particularly those who are weak in studies not to master all the curriculum in one year and need extra time. But to this policy the teachers are forced to promote all pupils whether they are fit for promotion or not. In this way, the base of poor performers remain weak and cannot meet the standard of higher classes and tend to dropout, the weak students therefore suffer more due to this policy rather than benefiting. The research evidence by Lorence, et-al, (2002) suggested that the practice of automatic promotion is "detrimental to low-performing pupils are promoted without requisite skills because such pupils are presumed to fall further behind their more academically proficient classmates." Therefore the base of poor performers remains weak.

2.4 Response of Teachers on Automatic Promotion Policy.

The theory of reasoned action cited in Simonson, et.al. (1996) suggests that the behaviour is a person's intention to engage in the behaviour. Attitude influence behaviour by their influence intention, which are decisions to act in a particular way. Intention was explained to be the

person's motivation to exert effort to carry out a behaviour. People are assumed to behave as they intend. Based on this, educators argue on the importance of attitude in directing action. If teacher, for example, have positive attitude towards automatic promotion, they tend to react favourably towards it and they are more likely to expand much effort for its effective implementation. When educational policy is formulated, the assumption is that it will influence what happens in classrooms and schools. Whether this influence in fact takes place, depends on the attitude of teachers towards the activities involved in the policy.

Eisenhart, et.al, (1988) and this colleague reviewed the literature on the role of teachers' attitudes in policy implementation. They found out that teacher beliefs on the basis for the decisions teachers make at the class room level of the educational system. If teachers have negative attitude towards a given reform in any education system, they may behave purposely or unconsciously in ways that alter or undermine the programs proposed by policy makers. On the other hand, if teachers have a positive attitude towards a given educational reform they are most likely to take ownership of the change and to extend effort to its effective implementation in their class room. One can then argue that the attitude of teachers towards automatic promotion may determine its effective implementation in our schools.

Automatic promotion entails a change in teachers instructional practices at the class room level. Teachers need to individualize their instruction. They should work hard to identify the learning needs and strengths of each pupil in the classroom. These and other tasks implied by automatic promotion policy demand a strong commitment on the part the teachers in our schools. If teachers do not have a positive attitude towards automatic promotion they tend to be reluctant to give up practices that have been followed for many years. This will inevitably affect the full implementation of automatic promotion in our schools. Researches so far conducted on the response of teachers towards automatic promotion have proved to be negative Roderick, (1993) smith and Shepard (1987).

Teachers believe that retention is more beneficial than automatic promotion to help underachieving pupils improve their academic performance. The reason behind this belief of teachers is the relative benefits that repeaters gain in the first retention year (Shepard, 1994; Roderick, 1993). Teachers do not see the negative impacts of retention on pupils' performance and self-esteem in later grades. This tendency of teachers to favour retention over automatic

promotion negatively influence automatic promotion practices in many schools. It could be one of the reasons that in some countries like Pakistan, where automatic promotion was practiced, and too many pupils were leaving schools lacking sufficient skill.

2.5 Measures against automatic promotion policy

The primary school teacher has not been given due respected by the concerned authorities. They are just compelled to obey official orders, without knowing their aims and objectives. The authorities to involve the teachers or at least share the aims and objectives of any new implementing policy with them, the radio of the success of these policies will be much better. In this way, the teachers feel confidence and work more efficiently. Borealis (2002) in his research “teachers’ responsibility” discovered that actually 80% “strongly agree that teachers share responsibility, and another 16% who somewhat agree.” And apparently with only 4% of teachers who responsibility at all.

The role of a teacher is very crucial in better performance of the pupil, research studies reported that if schools offer some special interventions and teachers give special attention to poor performers, this policy may produce better result, but in actual practice, especially in developing countries, most schools do not provide special intervention or modify curricular content for weak students. Rivkin Hanushek and kani, (2005) concluded in their study that “achievement gains are systematically related to observable teacher and school characteristics.” Whether this policy is carried on or not, involvement of parents in school matters always play effective role in child’s studies.

Considered with this view. Gonzalez- pienda, Gonzalez-pumarieha, Alvarez, Rocés and García, (2002) indicated that “without the children’s parental support, it is hard for teachers to devise academic experience to help pupils learn meaningful content.” In Latin America, parents are assigned the major responsibilities on the school affairs and thus all matters related to the school have to be approved on their guidance and thus passing of a child to the next class does not depend on automatic promotion policy but standard set by the parents and the school (Thurler, 2006).

The public primary schools are not well-equipped with educational facilities, which is the main reason of declining the standard of education. The research study of the factors affecting learning

of Mexican primary school. Children by Anderson (2000) also demonstrated that “poor condition of the physical plans decrease reading and math scores, and increases the likelihood of repetition.” According to the UN report 2013 health status, individual activity preferences, safety precautions, and availability of appropriate programs and equipment. Health supervision visits afford paediatricians, children with disabilities, and parents’ opportunities to collaboratively generate goal-directed activity “prescription” child, family. Financial, and barriers to participation need to be directly identified and addressed in the context to local and state governments.

The research study by Alexander, Entwisle, and Duaber, (1996) obtained “only weak support for adverse effects of school moves.” It concludes that a pupil who does not perform well in one school, and parent’s shift him/her to some other school is often seen as harmful for good pupils while weak pupils generally benefit in this way. According to Charles (2007) hanging the child’s school is undoubtedly the most appropriate approach taken in the attempt to ease automatic promotion and improve the achievement of children in primary school. A wide variety of early childhood intervention have appeared, focused on child family. At least one objective of these approached is to help prepare the child for entry into another level. Although these programs have often been effective, this strategy, if taken as the exclusive approach to easing automatic promotion, must viewed with caution as well as with promise.

Torres (1995) according said it is appropriate for early childhood programs to take an integrated view of what of abilities children need to develop in their current school and if need be shift them to other better and competitive schools to help strengthen all the various abilities of the child, therefore this approach of changing the child can be valid and effective as a method of increasing children’s chances of success in school.

CHAPTER THREE

3.0 Introduction

This chapter covered the research design, area of study, research population, sample size, sampling procedure, research instruments, validity and reliability of instruments, data-gathering procedure, data analysis, ethical considerations and limitations of the study.

3.1 Research design

The researcher used both qualitative and quantitative approaches were used for design.

Qualitative approach is general way of thinking about conducting qualitative research. It describes either explicitly or implicitly the purpose of the qualitative research, the role of the researcher and the method of data analysis.

Quantitative approach meanwhile involves using scientific or mathematical data to understand a problem. Information source was from primary data through interview and the questionnaire lastly from secondary data.

3.2 .Area of study

The study area was conducted in five primary schools of Mubende district. Specifically in north, south and west divisions.

3.3. Target population.

The term population refers to the number of persons inhabiting any area. The researcher confined herself to the following respondents, 5 head teachers, 30 classrooms teachers, 20 parents and 15 pupils. Total to 65 respondents.\

3.4. Research sample size.

According to Cohen et. Al (2000), a sample is a representative drawn from a population in such a way that the findings from a sample could be generalized on the population. The researcher selected the subjects from five primary schools in Mubende district. Government aided and non-government aided but at least on from each division. The sample schools chosen were primary school, primary school, abele primary school, primary school, and light star primary school. The sample size was 60 respondents, that is 5 head teachers, 25 teachers, 20 parents, 15 pupils as shown in the table below;

Table 1: Showing sample size to be used.

Category		Sample size
Head teachers	1x5	5
Teachers	5x5	25
Pupils	3x5	15
Parents	4x5	20
Total		65

3.5. Sampling procedure.

The criteria of selecting these schools was not based on any factor like foundation, grade of the schools. The researcher used purposeful random sampling method to determine the respondents according to head teachers, teachers, pupils, and parents who were the main subjects for the study.

3.6. Procedure of data collection.

The researcher used descriptive study where an introductory letter was obtained from head of department and was given to the sampled schools where the researcher obtained the information. Questionnaire was prepared and used for data collection. The approved questionnaire was administered to the subjects selected. Ample time was given to the respondents to fill the questionnaire to enable them give accurate information. The questionnaire was collected and information was tabulated for analysis.

3.7. Research instruments

3.7.1. Questionnaire.

A questionnaire is a research instrument consisting of series of question and other prompts for the purpose of gathering information from respondents. The researcher constructed a questionnaire that had closed ended questions. The questionnaire was designed so as to obtain data and information from head teachers, teachers, pupils and parents structured questionnaires were preferred by the researcher because of its advantages like, easy to administer on a large

population which was partly illiterate especially the parents. However because questionnaire did not allow probing, prompting and clarification (Amin, 2005; 270), the researcher also employed interviews in order to obtain additional data that may have been left out by the questionnaires whose items were fixed.

3.7.2. Interviews guide.

The interview had pre-designed questions about the effects of automatic promotion on performance as a guide to the interviewer and to ensure that all relevant aspects were covered. The instrument attempted to tap extra and detailed information on opinion and beliefs on the topic especially from the school authorities and parents.

3.8. Data Quality Control.

3.8.1. Reliability of the research instruments.

This is the degree to which the instrument consistently measured what it supposed to measure. In order to establish the correct reliability of the items in the questionnaire, the researcher can carry out a test-retest method. That is where a respondent who had completed the questionnaire was asked to complete it again after two or three weeks to prove whether his/ her choice remained constant. The researcher considered the head teachers, teachers, pupils, and parents for the study to assess the effects of automatic promotion in performance. The data was collected using a questionnaire and interview from the respondents for analysis. The teacher ensured reliability of this data by using simple clear language and instructions given to the respondents where need be a test-retest method can be carried to prove its stability. This is the measure for reliability as supported by Amin (2005).

3.8.2. Validity.

The validity of the research instrument is the measure of the extent to which the results of the measurement process is accurate. The researcher therefore contained herself to study design, the topic, objectives, research question interviews and questionnaire. According to Amin 2005, the research instrument should be appropriate for the research objectives to be achieved. This was checked and discussed with supervisors from time to time for consistence. This eventually provided a basic for critical analysis and meaningful conclusion of the study.

3.9 Data Analysis

The collected data was compiled and tabulated for analysis. This researcher used tables, frequencies and percentage in the analysis of the results given was followed by conclusion, suggestions and recommendation on each of the study variable (automatic promotion and academic performance)

Conclusion were drawn according to the number of occurrences of each item whose information will be presented in the tables, frequencies and percentage.

3.10 Ethical consideration

To ensure confidentiality of the information provided by the respondent and to ascertain the practice of ethics in the study. The following activities were implemented by the researcher

1. All questionnaires were coded to avoid loss of any one of them
2. Acknowledgement of authors in the study through citation of finding reference
3. Presentation of finding was done in a general ways.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.0: INTRODUCTION

This chapter presents the study findings, analyses them and gives their relevant interpretation.

The findings were based on a sample of 65 respondents, 5 Head teachers, 25 teachers, 20 parents and 15 pupils presented on frequency tables in five primary schools to ascertain the effects of automatic promotion on performance of learners in Mubende district. The research used both qualitative and quantitative approaches in form of frequency and percentages.

4.1: Socio demographic characteristics of respondents

4.1.1: Table 2 Gender of the respondents

Variable	Frequency (f)	Percentage
Males	40	62
Females	25	38
Total	65	100

Source Primary Data'

Table 2 reveals that 62% of the respondents were males and 38% were females who were used in the study to get adequate information.

This shows that more males were interviewed than females.

4.1.2: Table 3 shows age of respondents

Age	Frequency (f)	Percentages
14-35	20	31
36-50	35	54
51 above	10	15
Total	65	100

Source Primary Data.

Table 3 reveals that 31% of the respondents were aged between 14-35, 54% of the respondents were aged between 36-50 years and 15% of the respondents were those from 51 years and above. This showed that most of the respondents were from bracket of 36-50 years the least were those ranging from 51yrs and above.

4.1.3: Table 4 Religion of the respondents

Variable	Frequency (f)	Percentages
Catholics	19	29
Protestants	22	34
Muslims	11	17
Others	13	20
Total	65	100

Source: Primary Data

Table 4 showed that 29% of the respondents, were Catholics, 34% were Protestants, 17% were Muslims and 20% were from other denominations. Which meant that most of the respondents were Protestants. The least were Muslims.

4.1.4: Table 5. Education levels of the respondents

Variable	Frequency	Percentages
Graduates	4	6
Diploma	9	14
Certificate	25	38
Senior 4-6	7	26
P7	10	16
Total	65	1000

Source: Primary Data.

Table 5 reveals that 6% of the respondents were graduates, 14% of the respondents were Diploma holders, 38% of the respondents were certificate holders, 26% were senior 4 to 6, 16% were P7 and below. From the table, the respondents with greater number were the certificate holders with 38% meanwhile the least were graduates with only 6%. The respondents who were

certificate holders gave satisfactory data base on effects of automatic promotions on performance of learners in primary schools in Mubende district.

4.2. AUTOMATIC PROMOTION AND ITS PROBLEMS

4.2.1: TEACHER'S PERSPECTIVE.

TABLE 6. Frequency table showing reduction in teachers; power as a result of automatic promotion

Item	Agree	Strongly agree	Disagree	Strongly disagree	Total
Frequency	8	15	5	2	25
Percentages	24	52	18	6	100

Source; Primary Data

Table 6 reveals that 8% of the respondents agreed and 52% strongly agreed that automatic promotion had reduced their powers because they were denied assessment of learners since everybody is to be promoted to the next level whether passed or failed.

Meanwhile 5% disagree and 2% strongly disagree that automatic promotion reduced the power of teachers. To them, their powers still remain even if learner to be promoted regardless of their performance in class. Therefore majority of the teachers were not positive towards automatic promotion from the above analysis I deduced that automatic promotion is negatively perceived by most teachers

4.2.2: Table 7: Frequency table showing the difficult differentiation between bright and dull pupils as a result of automatic promotion by teachers

Item	Agree	Strongly agree	Disagree	Strongly disagree	Total
Frequency	7	15	5	3	30
Percentage	23	20	17	10	100

Source; Primary Data

Table7 showed that 23% of the teachers agree and 50% strongly agree that difference between bright and dull cannot be noticed since every child is to be promoted without discrimination. This made the brighter children to relax in showing up their talents. Meanwhile 17% of the teachers disagree and 10% strongly disagree with the statement. For them, they said that the

bright and dull children can be differentiated though all are to be promoted. Therefore, majority of the teachers stood firm that through automatic promotion policy, pupils' talents cannot be maximum used. Their difference is not clearly shown. It is difficult for one to differentiate between the dull and bright children.

4.2.3 Table 8: Frequency table showing whether pupils are ready for the next class as a result of automatic promotion.

Item	Agree	Strongly agree	Disagree	Strongly disagree	Total
Frequency	7	2	7	18	30
Percentages	10	7	23	60	100

Source: Primary Data.

Table 8 reveals that 10% agree and 7% strongly agree that automatic promotion pupil's policy are ready for the next class. However 23% disagree and 60% strongly disagree with the statement that through automatic promotion policy pupils are ready for the next class. For them, they said pupils are taken raw to the next class with exception of some few who passed on merits. Majority of teachers 83% revealed that as a result of automatic promotion most pupils were not ready for the next class.

4.4.3: Table 9 Frequency table showing problem of automatic promotion as assessed by parents.

Problems	Frequency	Percentages
Lack of knowledge and skills	3	15
Poor performance	10	50
Laziness of pupils	2	10
Over crowding	4	20
Increased dropouts	1	5
Total	20	100

Source: Primary Data.

Table 9 showed the problems of automatic promotion as assessed by 20 parents, 15% of responded that pupils lack knowledge as skills since they are promoted raw to the next class. 50% of the parents said that automatic promotion is a source of poor performance among the

learners. 10% of the parents said automatic promotion encourages laziness in both teachers and pupils. Teachers and pupils relax in every aspect of learning. Since every pupil is promoted regardless of performance in the class. 20% said automatic promotion results in to overcrowding in the class where no proper learning takes place. Meanwhile the 5% of the parents said that automatic promotion results into increased dropout of pupils from the school. This comes as a result of failing to understand things in the classroom. This is to say things thought in the class are above their standard. Therefore, as assessed by the parents the main problem of automatic promotion is poor performance with greatest percentage of 50%

4.4.4 Table 10. Frequency table showing problems of automatic promotion as assessed by pupils

Problem	Frequency	Percentages
Poor performance	8	53
Laziness	2	13
Over crowding	5	34
	15	100

Source: Primary Data

Table 10; showed the problems of automatic promotion as assessed by pupils. 53% of the pupils said that automatic promotion policy results into poor performance. 13% said it creates Laziness in the pupils meanwhile 34% said automatic promotion results into overcrowding in class where teachers cannot pay keen attention on the pupils since they are too many. From the assessment of the pupils, the main problem of automatic promotion is poor performance with greater percentages.

4.4 MEASURES PROPOSED TO SOLVE THE PROBLEM OF AUTOMATIC PROMOTION

Table 4.4.1: Frequency distribution table showing various measures proposed by Teachers to solve the problem of automatic promotion.

Measures	Frequency	Percentages (%)
Involve parents	5	10
Forming ordinance	5	10
Sensitization	9	18
Abolishing it	8	16
Pilot studies under taken	2	4
Opening private schools	3	6
Separate dull and bright pupils	4	8
Promotion on merit	9	18
Government policy redesigned	5	10
Total	50	100

Source: primary data.

Table 4.4.1 reveals the various measures as proposed by teachers to solve the problems of automatic promotion, 10% said parents should be involved. forming an ordinance and redesign government policy, 18% sensitization and promotion on merits.16% abolishing it, 4% pilot studies should be undertaken, 6% Opening competitive private schools and 8% separating dull and bright pupils in classes. Therefore, according to the teachers as revealed, the best ways to solve the problems of automatic promotion are, abolishing it and sensitization of the masses with greatest percentages of 18%.

Table 4.4.2 Frequency distribution table showing various measures proposed by parents to solve the problem of automatic promotion

Measures	Frequency	Percentages (%)
Promotion based on merits	8	26
Sensitization	7	25
Abolishing it	6	21
Involve parents	5	18
Open more private schools	3	10
Total	29	100

Source: Primary Data

Table 4.4.2 reveals the various measures as proposed by parents to solve the problems of automatic promotion, 26% said promotion should be based on merits. 25% sensitization, 21% abolishing it, 18% involving parents and 10% Opening competitive schools. Therefore, according to the parents as revealed, the best way for solving the problem of automatic promotion is promotion on merit with the greatest percentages of 26%.

Table 4.4.3 Frequency distribution table showing various measures proposed by pupils to solve the problem of automatic promotion

Measures	Frequency	Percentages (%)
Abolishing it	3	14
Promotion on merits	5	24
Close monitoring of pupils	4	19
Sensitization	3	14
Career guidance and talk	4	19
Involve parents	2	10
Total	21	100

Source: primary Data

Table 4.4.3 reveals the various measures as proposed by pupils to solve the problems of automatic promotion, 14% said it should be abolished and sensitization, 24% promotion should be based on merit, 19% close monitoring of pupils in class and career guidance and talk and 10% involving parents. Therefore according to the pupils as revealed, the best way to solve the problem of automatic promotion is promotion on merit with the greatest percentages of 24%.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0. Introduction

This chapter explains the summary of the findings, objectives by objective, later the researcher makes conclusion based on the discussion and the general findings in relation to the objectives and lastly the recommendations made by the researcher in order to come up with further suggested research topics.

5.1 Discussions of the research findings.

5.1.1. Socio-Demographic characteristics of the respondents

The respondents used in this study were balanced though females were less than males.

It was to get detailed information which can address the problems of the study. Various ages were used more especially those from age bracket of 36-50 were mostly used to analyse the research problem.

5.1.2. To establish the effects of the automatic promotion on the learners.

It was found out that automatic promotion is a source of poor performance in the primary schools today.

5.1.3 Problems as a result of automatic promotion policy

The first research objective of the study was to identify problems as a result of automatic promotion policy.

The study found out many problems that resulted from automatic promotion policy. These problems included the following among others.

Reaction of teachers powers because they were denied assessment of learners since every pupils automatically promoted to the next class.

Difficulty in differentiating between bright and dull pupils in the class.

There is the problem of poor performance that has resulted from automatic promotion policy.

Laziness in both pupils and teachers as a result of automatic promotion policy.

Raw pupils are promoted to the next class who may not perform in that level.

Creativity in pupils is completely killed as a result of automatic promotion.

Poor class management by the teachers due to large number of pupils in the class.

Automatic promotion policy promotes absenteeism in both pupils and teachers.

Some pupils drop out of school without achieving a skill for survival.

Assessment of pupils is not taken serious by the teachers.

5.1.4. Response of teachers on automatic promotion.

The second research objective of the study was to investigate the response of teachers on automatic promotion policy. The studies so far conducted on the response of the teachers towards automatic promotion have proved to be negative. Teachers believed that retention is more beneficial than automatic promotion to help under achieving pupils improve their academic performance. This researcher finding is in conformity with the findings by Roderick (1993) smith and Shepard (1987). The reason behind this belief of teachers is the relative benefits that repeaters gain in first retention year.

5.1.5. Measures against automatic promotion policy

The third and the last objectives were to come up with some measures against automatic promotion policy.

The authorities have to involve the reaches or at least share the aims and the objectives of any new implementing policy with them so that they feel part of the innovation. The roll of a teacher is very crucial in better performance of the pupils. Research studies reported that if a school offer some special intervention and teachers give special attention to poor performers, this policy may produce better results.

Equip public primary schools with educational facilities for better performance. The research study of factors affecting learning of Mexican primary school children by Anderson (200) also demonstrated that “poor condition of the physical plan decrease reading and mathematics scores, and increase the likely hook of repetition”

Parents are involved in school matters to play effective role in child's studies. Avarez, roces, and Garcia (2002) indicated that without parents' support it is hard for teachers to device academic experience to help pupils.

5.2. Conclusion

5.2.1. Problem as a result of automatic promotion policy

The study concluded that there are any problems that come as a result of automatic promotion to be address problems such as.

Poor performance, haziness among teachers and pupils, poor school attendance, lack of competition among learners, lack of instructional materials and infrastructures, too much responsibility on teachers, parents are relation in helping their children and many others.

5.2.2. Response of teachers on automatic promotion policy

The study concluded that the highest percentage of teacher response was negative towards the automatics promotion policy. Teachers do not cherish automatic promotion hung ratter preferred retention policy. Therefore poor performances have been caused due to lack of unity among policy makers and teachers.

5.2.3. Measures against automatics promotion policy

The study concluded that as measures against automatic promotion policy. Teachers are to be piloted in few schools to see its viability stakeholders are to be sensitized on the policy and be consulted on the policy issues. Teachers should be motivated. The policy should be amended to fill the existing pupils be promoted on merit. Teachers should be empire to assess the pupils on regular bases if the above issues are implanted, poor performance can easily be reduced in Mubende

5.3 RECOMMENDATION

5.3.1. Problems as a result automatic promotion policy (bold)

Basically on the finding of the problems of automatic promotion, the following recommendation were put forward for better performance

- a) The parents and the community should be reminded to put more effort and attention on the learners' interest than engaging them in other activities that draw their attention away from school.
- b) Pupils should be given adequate guidance and counselling to improve on their performance and effectiveness in class to reduce promotion policy.
- c) Pupils should be promoted on merit if performance is too improved and retention policy should apply to those who failed.
- d) Teachers and school administrators should strategize for extra teaching for the pupils with special consideration to girl child who is culturally exposed to several domestic activities to results which could lead to automatic promotion due to universal primary education policy.

5.3.2. The response of teachers towards automatic promotion policy.

Basing on the finding from the teacher's responses towards automatic promotion policy, the following recommendations were put forward for better performance.

- a) There should be workshops, seminars, refresher course organized for the teachers to cope up with the conditions imposed on them due to implementation of the universal primary education and its policy of automatic promotion.
- b) Teachers should not remain rigged to change they should be flexible to meet any policy that comes their way.
- c) Teachers should be motivated so as to put interest in implementing the policy.

5.3.3. Measures against automatic promotion policy.

Basing on the finding measures against automatics promotion policy, the following recommendation were derived at

- a) The authorities have to involve the teachers in any new policy in education so that the can be part of the innovation
- b) Redesigning government policy towards automatics promotion to suit community needs in orders to improve
Performance promotion be done on merit if all these are done, then problem of automatic promotion shall reduce.

5.4. Areas of further study

The study should be carried out in various District to have a comparative analysis of the finding from different views of teachers, parents and pupils within the country.

It would also require more primary research to investigate on causes of poor performance and laziness in primary schools within the country.

Also a study on tracing pupil performance of different class levels should be investigated.

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APPENDIX I QUESTIONNAIRE FOR TEACHERS

CODE 01

I am a student of Kampala International University, carrying out a purely academic research on the effects of Automatic promotion on performance of learners in primary schools in Mubende district. Your assistance in answering these questions is highly appreciated. The information you give will be created confidential.

Section A

DEMOGRAPHIC DATA

1. Gender of respondent

a) Male

b) Female

2. Age of respondent

a) 14- 35

b) 36-50

c) 51 above

3. Religious Affiliation of respondent

a) Catholic

b) Protestant

b) Muslim

c) Others

4. Education level of respondent

a) Degree

b) Diploma

c) Certificate

d) Secondary

e) Primary

Section B

Instructions: please kindly circle only one option provided at the end of each stamen use the rating below

Response Mode Rating Description

Agree	1 you agree with some doubt
Strongly agree	2 agree with no doubt at all
Disagree	3 you disagree with some doubt
Strongly disagree	4 you disagree with no doubt at all

SECTION C

AUTOMATIC PROMOTION AND ITS PROBLEMS

5	Automatic promotion policy reduces your power	Rating			
		1	2	3	4
6	You cannot different between bright and dull pupils	1	2	3	4
7	Automatic promotion is a base for poor performance	1	2	3	4
8	Pupils are taken raw to the next level	1	2	3	4
9	Automatic promotion creates haziness in pupils	1	2	3	4
10	Automatics promotion is more beneficial than retention	1	2	3	4
11	Automatic promotion is a source of absenteeism	1	2	3	4
12	Creativity in both learners and teachers is killed	1	2	3	4

SECTION D

RESPONSE OF TEACHERS TOWARDS AUTOMATIC PROMOTION

13	Teachers have negative attitude towards Automatic promotion	Rating			
		1	2	3	4
14	Your creativity is completely killed	1	2	3	4
15	You are forced to undertake the policy	1	2	3	4
16	You do not take assessment very seriously	1	2	3	4
17	Poor class management due to large number	1	2	3	4
18	You cannot prepare fully	1	2	3	4

SECTION E

MEASURES TO SOLVE AUTOMATIC PROMOTION POLICY

19	Involvement of teacher in policy making	1	2	3	4
20	Review of the policy	1	2	3	4
21	Organization of seminars/works on the policy	1	2	3	4
22	Piloting the policy before implementation	1	2	3	4
23	More instructional materials needed	1	2	3	4
24	Sensitization on the policy	1	2	3	4
25	Teachers be motivated	1	2	3	4
26	Promotion be on merit	1	2	3	4

APPENDIX II QUESTIONNAIRE FOR PARENTS

CODE 2

I am Tumwijekye James a student of Kampala International University, carrying out a purely academic research on the effect of Automatic promotion schools in Mubende district. Your assistance in answering these questions is highly appreciated. The information. You give will be treated confidential

SECTION A

DEMOGRAPHIC DATA

5. Gender of respondent

a) Male

b) Female

6. Age of respondent

b) 14- 35

b) 36-50

d) 51 above

7. Religious Affiliation of respondent

c) Catholic

b) Protestant

d) Muslim

c) Others

8. Education level of respondent

b) Degree

b) Diploma

c) Certificate

d) Secondary

e) Primary

SECTION B

Instruction: please kindly tick only one option provided at the end of each statement use the rating below.

- Agree 1 you agree with some doubt
- Strongly agree 2 agree with no doubt at all
- Disagree 3 you disagree with some doubt
- Strongly disagree 4 you disagree with no doubt at all

SECTION D

Automatic promotion and its problems

		Rating			
		1	2	3	4
5	Automatic promotion is not a good policy	1	2	3	4
6	Pupils do not attend classes regularly	1	2	3	4
7	High dropout rates	1	2	3	4
8	Teachers number is not problem to pupils	1	2	3	4
9	Encourages laziness in both teachers and pupils	1	2	3	4
10	Parents were not consulted	1	2	3	4
11	Parents support their children at school	1	2	3	4
12	Makes pupils ready for the next class	1	2	3	4
13	Parents do not support teachers' efforts.	1	2	3	4
14	Automatic promotion results into poor performance	1	2	3	4

SECTION C

MEASURES TO AUTOMATIC PROMOTION POLICY

15	Review of the policy	1	2	3	4
16	Sensitization of the community on the policy	1	2	3	4
17	Parents should support their children	1	2	3	4
18	You visit pupils at school	1	2	3	4
19	You check pupils book regularly	1	2	3	4
20	You pay school development fund regularly	1	2	3	4
21	You attend parents parent teachers meeting	1	2	3	4

SECTION B

Instruction: please kindly tick only one option provided at the end of each statement use the rating below.

- Agree 1 you agree with some doubt
- Strongly agree 2 agree with no doubt at all
- Disagree 3 you disagree with some doubt
- Strongly disagree 4 you disagree with no doubt at all

SECTION B

Automatic promotion and its problems

5	You absent yourself at a will	1	2	3	4
6	Your creativity is totally killed	1	2	3	4
7	You perform poorly	1	2	3	4
8	You are not interest in reading	1	2	3	4
9	Teachers are not regular in class	1	2	3	4
10	You are not ready in the next class	1	2	3	4
11	Parents do not help pupils	1	2	3	4
12	You are not helped by teachers regularly in the class	1	2	3	4
13	You can read very well with other pupils	1	2	3	4
14	You cannot compute in the class	1	2	3	4
15	Too much congestion in the class	1	2	3	4
	No table of contents entries found.				

SECTION C

MEASURES ON AUTOMATIC PROMOTION POLICY

16	You need regular assessment for better performance	1	2	3	4
17	Number of teacher be increased	1	2	3	4
18	Promotion be on merit	1	2	3	4
19	Remedial teaching be conduct	1	2	3	4
20	Do regular corrections to improve perform	1	2	3	4
21	Know how to read and write	1	2	3	4
22	Avoid laziness to improve on performance	1	2	3	4
23	Be self-motivated to learn	1	2	3	4